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ABSTRACT

This final report summarizes the activities and evaluation of Project Outcomes, a program developed at the University of Kentucky to prepare personnel to work with young children and their families in inclusive settings. The program was built around three unique components: (1) individual program plans were developed for each student; (2) each course was offered in an alternative format, such as distance learning, weekend courses, summer institutes, and night courses; and (3) the project focused on developing partnerships with families. The outcomes of the project were: (1) an increased number of early childhood personnel trained to work in both urban and rural areas; (2) increased educational opportunities for nontraditional students; and (3) increased opportunities for collaboration between professionals and families. The project accomplished all of its outcomes at a cost of about $5,520 per student. Students in rural and urban settings were able to take courses together, and of the 28 students who have finished or are nearing graduation, all are working with young children birth to 8, with the majority working in inclusive programs for children who are birth to five. Included are lists of courses offered throughout the life of the project, inservices attended and conducted, professional conference presentations given, and research conducted. (SG)

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FINAL REPORT

Project Options: An Interdisciplinary Outcome-Based Training Program for Preparing Early Childhood Personnel

Project number H029G970210

Jennifer Grisham-Brown, Principal Investigator/Project Director

Department of Family Studies

University of Kentucky

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II. PROJECT SUMMARY

Project Options: An Interdisciplinary Outcome-Based Training Program for Preparing Early Childhood Personnel (hereafter referred to as **Project Options**) was designed to prepare personnel to work with young children with and without disabilities and their families in inclusive settings. The program was designed to meet the unique needs of students as they work toward a masters degree, certification, or an increase in teaching rank, as well as other practitioners (e.g., occupational therapy, nutrition, physical therapy) who need coursework specific to young children. The program was built around three unique components. **First**, individual program plans will be developed for each student. These were developed collaboratively by the student and faculty and will involve assessing the student's current skills, identifying their professional goals, and developing a program that meets their professional needs (e.g., certification, increase in teaching rank). Performance-based assessment will be used to monitor student progress toward those goals. The final outcome for each student was a portfolio demonstrating the achievement of the outcomes identified for them at the beginning of their program. **Second**, the program was implemented using alternative formats. Each course was offered in an alternative format sometime during the three and one-half year project. These formats included distance learning via satellite or compressed video, weekend courses, summer institutes, and night courses. These alternative formats were used to recruit students who might otherwise not be able to attend courses (e.g., students from rural areas, nontraditional students, students who must work full time while attending school). **Third** the project focused on developing

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partnerships with families by (a) supporting families to serve as mentors for project trainees, and (b) including families as co-instructors in courses on working with families. The outcomes of this project were an increased number of early childhood personnel trained to work in both urban and rural areas, increased educational opportunities for nontraditional students, and increased opportunities for collaboration between professionals and families. This final report summarizes project activities from **January 1, 1998** through **August 30, 2001**.

III. PROJECT STATUS

The overall goal of the Project Options was to provide preservice training at the graduate level to personnel from a variety of disciplines to work with young children with and without disabilities and their families in inclusive settings. This goal was accomplished through three primary objectives. The objectives and their evaluation follows.

Objective 1

To improve and implement the current early childhood education training program by providing students with training outcome options through alternative formats.

Objective 2

To recruit (a) students seeking a masters degree; (b) students seeking initial certification; and (c) students with M.S. seeking a rank change.

Objective 3

To matriculate students from the program who are prepared to work with young children (birth to five years) with and without disabilities and their families in community-based settings and to assist students in finding employment.

Objective 4

To disseminate information about the project, research findings from students theses and evaluation findings

Objective 5

To evaluate the training program on both and summative and formative basis and to use the evaluation date for program modifications.

Outcomes

Objective 1: Improve and Implement Program

Create advisory board. An advisory board was been created that consists of the following people who represent the following agencies: Annie French, Kentucky Department of Education, Division of Preschool Services; Nancy Newberry, Cabinet for Human Services, Infant and Toddler Programs; Phyllis Hall, Regional Training Centers for Early Childhood Services, Janet Berry, Parent; Jenny DeSelm, Graduate Student; and Deborah Watson, Child Development Centers of the Bluegrass, Executive Director. This group met for the first time in March, 1998. The Advisory Board met bi-yearly to make recommendations with regard to programming decisions and who should receive tuition assistance.

Refine the mission statement, functions and competencies. In January, 1998, the Kentucky Department of Education (KDE) approved the graduate certification program in Interdisciplinary Early Childhood Education (IECE). In general there are three broad goals of this program related to (a) the design and implementation of personnel preparation programs; (b) design of research activities; and (c) consultation. For each of these goals there are corresponding functions in assessment, instructional program design, collaboration, professional development and supervision. As well, the certification program has specific competencies related to these functions that are validated in the early childhood literature. The specific competencies guided curriculum development for the masters and certification programs supported by Project Options.

Revise the content and structure. Based on input from the Project Options Advisory Board, two new courses were developed and taught through Project Options. The first, entitled "Development, Assessment and Intervention of At-Risk Preterm Infants", was be taught by Jackie Sampers, College of Nursing, who is a faculty liaison for Project Options. The second, entitled "Language Development and Intervention for Young Children", was taught by Donna Southerland-Morris, also a faculty liaison from the College of Allied Health, Division of Speech/Language Pathology. In addition, one special education practicum was revised to give students more experience in (a) working with infants and toddlers; and (b) providing homebased services. The

Infant/Toddler Practicum was taught each summer that Project Options was funded. Students spent half of the practicum experience working with a child and his/her family in a homebased programming situation. The second half of the experience was spent in a centerbased program. The centerbased component took place that the UK Early Childhood Laboratory that was closed for the summer. Finally a "Behavior Checklist" of teaching behaviors associated with the IECE competencies was developed for use in all practica courses and was used to evaluate students' teaching.

Include families. Families were involved in the delivery of coursework in three ways. First, they served as guest lectures in selected courses. For example, during practicum seminars they discussed topics of interest to students such as autism, children with complex health care needs, and inclusion of children in typical early childhood settings. Second, one mother of a child with disabilities served as a co-instructor for EDS/FAM 622 ("The Family's Role in Early Childhood Education") for three semesters. Finally, families with infants/toddlers with disabilities served as mentors for practicum students during the Infant/Toddler practicum (described above). They agreed to allow students to conduct home visits, and participate in other family activities that involved their child (e.g., therapy sessions, doctor's appointments). All families who participated received a stipend for their involvement.

Identify student outcomes, competencies and program plans. All students who took courses through Project Options had individualized program plans that outlined what courses they would have to take in order to complete their program in a timely manner. Each course had specific outcomes and competencies associated with the IECE certification that were outlined in course syllabi. In addition, students had to complete

Implement coursework through alternative formats. Coursework for Project Options begins in Summer,.1998. Below are the courses that were offered throughout the life of the project (summer, 1998 – summer, 2001), as well as the delivery format:

Summer, 1998

EDS 779: Development, Assessment and Intervention of At-Risk Preterm Infants
Format: Week-long summer institute (campus)

EDS 601: Applied Behavior Analysis
Format: Compressed video

Fall, 1998

EDS 600: Survey of Special Education
Format: Satellite

EDS 601: Applied Behavior Analysis
Format: Satellite

EDS 620: Instructional Programming/Assessment in Early Childhood Special Education
Format: Compressed Video

EDS 612: Advanced Practicum: Special Education

Spring, 1999

EDS 630: Methods for Teaching Students with Disabilities
Format: Compressed Video

FAM 557: Infant Development
Format: Satellite

EDS 612/623: Advanced Practicum in Special Education
Format: On-site

Summer, 1999

EDS 612/623: Advanced Practicum in Special Education
Format: On-site

EDS 622: The Family's Role in Early Childhood Education
Format: Week-long summer Institute

EDS 779: Development, Assessment and Intervention of At-Risk Preterm Infants
Format: Week-long summer institute

EDS 779: Language Development and intervention
Format: Week-long summer institute

EDS 633: Single Subject Research Design
Format: Compressed Video

Fall, 1999

FAM 552: Administration and Supervision in Early Childhood Education Programs

Format: Weekend

EDS 621: Issues in Early Childhood Education of the Handicapped
Format: Compressed Video

EDS 768: Residence Credit for Master's Degree
Format: Compressed Video

EDS 612/623: Advanced Practicum in Special Education
Format: On-site

FAM 710: Current Trends in Early Childhood Education and Care

Spring, 2000

FAM 659: Advanced Child Development
Format: Satellite

EDS 620: Instructional Programming and Assessment in Early Childhood Special Education
Format: On-campus

EDS 612/623: Advanced Practicum in Special Education
Format: On-site

Summer, 2000

EDS 612/623: Advanced Practicum in Special Education
Format: On-site

EDS 622: The Family's Role in Early Childhood Education
Format: Week-long summer Institute

EDS 633: Single Subject Research Design
Format: Compressed Video

Fall, 2000

FAM 710: Current Trends in Early Childhood Education and Care
Format: Satellite

FAM 557: Infant Development
Format: Compressed Video

EDS 612/623: Advanced Practicum in Special Education
Format: On-site

EDS 620: Instructional Programming and Assessment in Early Childhood Special Education
Format: Compressed Video

Spring, 2001

FAM 659: Advanced Child Development
Format: Compressed Video

EDS 612/623: Advanced Practicum in Special Education
Format: On-site

EDS 621: Issues in Early Childhood Education of the Handicapped
Format: On campus

FAM 699: Practicum in Family Studies
Format: On site

Summer, 2001

EDS 633: Single Subject Research Design
Format: Compressed Video

EDS 622: The Family's Role in Early Childhood Education
Format: Week-long summer Institute

FAM 699: Practicum in Family Studies
Format: On site

Performance based assessment All students who are seeking IECE certification had to be admitted to the Teacher Education Program (TEP) and submit an entry portfolio at the time of the TEP interviews. During their third practicum, students had to submit their portfolio again for review. At this mid-point evaluation, students submitted all portfolio entries completed to date. These entries were completed in required coursework. Following the completion of all coursework, students had to submit the entire portfolio for review by the IECE program faculty. The completed portfolio contained seven portfolio entries (Child Assessment, IEP/IFSP Development, Professional Development Plan, Group Activity, Concept-Based Unit, Environmental Assessment, and Inclusion Plan). Each entry demonstrated the attainment of competencies associated with the IECE certification program.

Objective 2: Student Recruitment

Recruitment letters for students to take coursework beginning in the summer semester of 1998 were mailed to Special Education Directors, Preschool Directors, Infant/Toddler Program Directors, private child care facilities, and Head Start Directors in the targeted rural counties. In addition, the Principal Investigator/Project Director recruited students at the Kentucky Council for

Exception Children Conference in February, 1998. The Office of Distance Learning Programs at the University of Kentucky also included Project Options in the distribution of their recruitment materials. The advisory board has offered suggestions for recruiting students from underrepresented groups which include (a) contacting the state's only Historically Black University which does not have a graduate program and may have Bachelor level students who are seeking a masters degree; (b) recruiting HeadStart Programs which traditionally hire higher numbers of minorities; and (c) taking current minority students on recruitment trips. These methods were employed during the second recruitment round which was conducted in the spring of 1999. As well, the previously targeted groups were also sent announcements about the project. In all students 167 requested information about Project Options,

During the time of Project Options existence, the following students received funding assistance through the Project. These are presented in Table 1 by semester:

Table 1

Student Tuition Paid through Project Options

		1998 Summer Semester		
Student	EDS 779	EDS 601	Elective	Tuition Awarded
Moore		x		459.00
Pursifull		x		459.00
Stringer		x		459.00
Wood	x			459.00
Judd	x			459.00
Humphreys		x		459.00
Judy		x		459.00
Croucher	x			459.00
Polnisch		x		459.00
Wolford		x		459.00

Sanders	x		459.00
Little	x		459.00
Grant Total			5,508.00

1998 Fall Semester

Student	EDS 600	EDS 601	EDS 620	EDS 612/23	Other	Awarded
Cornet				x	x	688.50
Godfrey					x	918.00
Hovekamp					x	229.50
Little				x		459.00
Meyer				x		459.00
Watkins					x	164.00
Singleton				x		459.00
Blair					x	459.00
Coon				x		459.00
Moore			x			459.00
Pursifull			x			459.00
Wolford			x			459.00
Stringer		x				459.00
Sanders			x			459.00
Lovell			x			459.00
Wood			x			459.00
Judd			x			459.00
Humphreys			x			459.00
Judy		x				459.00
Horn		x				459.00
Teel					x	510.00

Polnisch	x	x	x	1638.00
Pendergrast	x	x	x	1638.00
Daugherty	x	x	x	1638.00
Miller			x	210.00
Grant Total				14978.00

1999 Spring Semester

Student	EDS 630	FAM 557	EDS 612/23	Other	Awarded
Pendergrast	x		x	x	1638.00
Daugherty	x		x		1020.00
Cornett	x	x		x	1638.00
Godfrey	x		x		1020.00
Meyer		x			492.00
Mullins	x				492.00
Singleton				x	164.00
Coon				x	164.00
Wolford	x		x		510.00
Sanders		x			510.00
Spangler	x				492.00
Lovell	x	x	x		510.00
Lunceford	x		x	x	510.00
Judd		x		x	510.00
Humphreys				x	510.00
Helm	x		x	x	510.00
Polnisch	x	x	x		1638.00
Carpenter		x	x	x	510.00
Grant Total					12838.00

1999 Summer Semester

Student	EDS 612/23	EDS 622	EDS 768	EDS 633	Other	Awarded
Abner	x					510.00
Ainsley					x	510.00
Blaire					x	492.00
Carpenter					x	510.00
Cornett				x		510.00
Daugherty			x	x		680.00
Farmer					x	492.00
Godfrey				x		492.00
Helm				x	x	856.00
Judd				x		510.00
Lovell				x		492.00
Lunceford				x	x	428.00
Meyer					x	510.00
Miller		x			x	856.00
Pendergrast			x	x	x	856.00
Polnisch	x		x	x		856.00
Sanders	x				x	856.00
Tanner		x				510.00
West	x					492.00
Wolford				x		492.00
Woods	x	x			x	856.00
Grant Total						12766.00

1999 Fall Semester

Student	EDS 621	FAM 710	EDS 612/23	EDS 768	Other	Awarded
Ainsley	x		x		x	564.00
Carpenter		x			x	1092.00
Cornett		x		x		752.00
Daugherty				x		188.00
Farmer	x					546.00
Godfrey				x		182.00
Greene	x	x				546.00
Harken					x	564.00
Helm	x	x		x	x	564.00
Judd		x	x		x	1798.00
Little					x	564.00
Lovell	x	x		x		1274.00
Lunceford	x		x	x		564.00
Maiden	x					564.00
Meyer		x				546.00
Miller		x	x		x	1798.00
Pendergrast				x		188.00
Polnisch	x	x	x	x		1798.00
Pursifull			x			564.00
Ratliff			x		x	1128.00
Sanders	x	x				1092.00
Smith					x	546.00
Tanner	x	x	x			564.00
West					x	564.00

William		x			546.00
Wolford	x		x	x	1274.00
Woods			x	x	1128.00
Grant Total					21498.00

2000 Spring Semester

Student	EDS 620	EDS 612/23	FAM 552	Other	Tuition Awarded
Ainsley	x				564.00
Cornett				x	188.00
Daugherty				x	188.00
Denicke				x	182.00
Erpenbeck	x				564.00
Farmer				x	546.00
Godfrey				x	364.00
Green		x	x		1092.00
Hamm			x		564.00
Judd		x	x	x	1316.00
Lovell		x	x	x	1274.00
Lunceford			x		564.00
Maiden		x		x	1092.00
McClaren	x	x	x		1798.00
Miller		x	x	x	1128.00
Mullikin		x			564.00
Polnisch		x	x	x	1798.00
Pursifull	x				564.00
Ratliff	x		x	x	1128.00

Sanders		x			546.00
Singleton				x	182.00
Smith				x	546.00
Tanner	x				564.00
West				x	564.00
Wolford			x	x	728.00
Pendergrast				x	188.00
Woods	x		x	x	1838.00
Blair				x	182.00
Meyer			x		546.00
Grant Total					21362.00

2000 Summer Semester

Student	EDS 633	EDS 612/23	EDS 622	Other	Tuition Awarded
Ainsley	x				582.00
Little	x				564.00
Miller	x				564.00
West	x				564.00
Woods	x				564.00
Ainsley		x		x	946.00
Blair				x	182.00
Daugherty				x	188.00
Farmer`		x	x		946.00
Green			x	x	946.00
Hamm		x	x		946.00
Lennon		x			564.00
Berg				x	564.00
Lovell			x	x	752.00

Lunceford		x	x	752.00
Maiden	x	x	x	946.00
McClaren	x	x	x	946.00
Miller		x		564.00
Mullikin		x	x	946.00
Pendergrast		x	x	752.00
Polnisch	x	x	x	946.00
Pursifull	x		x	946.00
Ratliff		x	x	946.00
Sanders		x		564.00
Tanner	x	x		946.00
Wolford		x	x	946.00
Woods	x	x		946.00
Cornett			x	188.00
Judd			x	188.00
Miller			x	382.00
Smith			x	564.00
Harkin	x	x		946.00
Grant Total				22286.00

2000 Fall Semester

Student	FAM 710	FAM 557	EDS 620	EDS 623/12	Other	Awarded
Ainsley				x	x	985.00
Farmer	x				x	1146.00
Farmer					x	591.00
Green	x				x	1146.00

Hamm					x	197.00
Harkin	x	x			x	1883.00
Hawkins				x	x	591.00
Judd					x	191.00
Little					x	591.00
Lovell	x	x			x	1337.00
Lunceford		x			x	788.00
Maiden	x				x	1146.00
McClaren		x	x	x		1883.00
Meyer			x	x		1182.00
Miller	x			x	x	1488.00
Mullikin	x			x	x	1882.00
Polnisch					x	591.00
Sanders					x	573.00
Tanner		x			x	1182.00
West				x	x	985.00
Woods				x	x	1883.00
Cornett					x	197.00
Pursifull					x	591.00
Daugherty					x	197.00
Pendergrast					x	197.00
Ratliff	x			x	x	1182.00
Grant Total						24605.00

2001 Spring Semester

Student	FAM 659	EDS 623/12	FAM 699	EDS 621	Other	Awarded
Farmer, P.			x			591.00
Farmer, S.					x	591.00
Greene			x			591.00
Hamm					x	197.00
Hawkins	x					591.00
Lunceford					x	197.00
McLaren		x			x	1182.00
Maiden					x	591.00
Mullikin		x				591.00
Tanner				x		591.00
West					x	591.00
Woods					x	197.00
Ainsley					x	197.00
Judd					x	197.00
Little					x	197.00
Lovell			x			591.00
Miller					x	197.00
Daugherty					x	237.00
Cornett					x	197.00
Grand Total						8314.00

2001 Summer Semester

Student	EDS 623/12	EDS 622	FAM 699	Other	Tuition Awarded
Ainsley				x	197.00

Harken	x			x	x	991.00
Judd					x	197.00
Lunceford					x	197.00
McClaren		x			x	591.00
Miller					x	197.00
Ratliff		x			x	788.00
Woods					x	197.00
Farmer					x	573.00
Greene					x	573.00
Hawkins					x	591.00
Maiden				x		573.00
McClaren					x	591.00
Ratliff					x	591.00
Sanders					x	573.00
Tanner					x	591.00
Grand Total						8011.00

Objective 3: Student Matriculation and Employment

presently seven (7) students have graduated with masters degrees in Early Childhood Special Education with or without certification in IECE. Of those, all are employed; 4 in inclusive preschool programs, 2 in infant/toddler programs, and 1 in a 1st grade classroom. In addition, 21 students are in the final stages of their program. These students need only to complete their thesis work in order to graduate. All of these students are also currently employed in some area of early childhood special education; early intervention (9); preschool (5); and other (6). Those in the "other" category, are generally research assistants working on various early childhood projects.

Objective 4: Dissemination

The first major dissemination activity consisted of recruitment. Approximately 300 flyers with basic information about Project Options were mailed to the programs mentioned above. As interested students called, a letter detailing the Project Options was mailed to each of these students. This activity occurred in the springs of 1998 and 1999. In addition, the Project Director, sometimes with project students (**in bold**), conducted the following presentations related to project activities and student-initiated research:

Blair, T. & Grisham-Brown, J. L. "Strategies for Addressing Challenging Behaviors of Preschoolers in Daycare Settings." Poster Session for Dec International Early Childhood Conference on Special Needs, Albuquerque, NM, December, 2000.

Polnisch, J. A. & Grisham-Brown, J. L. "Teaching Expressive Signs to Infants and Toddlers." Poster Session for Dec International Early Childhood Conference on Special Needs, Albuquerque, NM, December, 2000.

Godfrey, S. W. & Grisham-Brown, J. L. "Three Active Responding Techniques Comparing Student Participation and Social Behavior." Poster Session for Dec International Early Childhood Conference on Special Needs, Albuquerque, NM, December, 2000.

Grisham-Brown, J. L., Hemmeter, M. L., McCormick, K.. **Daugherty, S., Lovell, K., Pendergast, C., Polnisch, J.** "Training Student Researchers: It Really Can Happen!" Poster Session for Dec International Early Childhood Conference on Special Needs, Albuquerque, NM, December, 2000.

Grisham-Brown, J. L., Collins, B. C., Baird, C. "Training Rural Educators in Kentucky: Impact with Follow-up Data." Presentation for American Council on Rural Special Education, Washington D.C., March, 2000.

Grisham-Brown, J. L., Hemmeter, M. L., & Laumann, B. "Live From...! Formats for Delivering Coursework to Rural Early Childhood Professionals." Presentation for Division of Early Childhood Conference, Washington D.C., December, 1999.

Watkins, K., Grisham-Brown, J. L., & Hemmeter, M. L. "Evaluating the Quality of Individualized Family Service Plans." Presentation for Division of Early Childhood Conference, Washington D.C., December, 1999.

Collins, B. C. & Grisham-Brown, J. L. "Tips and Suggestions for Special Educators Involved in Distance Learning." Presentation for Council for Exceptional Children Conference, Charlotte, NC, April, 1999.

Collins, B. C., Grisham-Brown, J. L. & Schuster, J. W. "Training Rural Teachers as Researchers: Guidelines for Conducting Field-Based Research in Rural Classrooms." Presentation for American Council on Rural Special Education Conference, Charleston, SC, March, 1998.

Polnisch, J.A. & Grisham-Brown, J.L. "Teaching Expressive Signs to Infants and Toddlers Using A Mand-Model Approach." Presentation for Eighth Annual Infant/Toddler Conference, Bowling Green, KY, July, 2000.

Grisham-Brown, J. L. "Training Special Educators through Distance Education Technologies." Presentation for Kentucky Commonwealth University, Lexington, KY, October, 1998.

In addition to these dissemination efforts, a doctoral student in the Department of Special Education and Rehabilitation Counseling developed a web site for Project Options.

Objective 5: Evaluation

In order to determine the impact of Project Options on the delivery of infants and toddlers and preschoolers with disabilities, and their families, we asked students to complete a student log of professional activities. The intent of this log was to determine the extent to which they were participating in professional activities, as well as the extent to which they were disseminating information learned in their program of studies. In the following tables are the results.

Table 2

Inservices Attended

Student	Title
Erpenbeck	1. ISAACS 2. Various Workshops
Farmer	1. Assessing and Teaching Skills in Natural Environments 2. Essential Skills for supervisory success 3. Principle-Centered Leadership 4. Mental Health in Early Childhood 5. Oral Motor/Feeding
Farmer	1. Using Power Point 2. Using Digital Cameras 3. KISSED
Greene	1. Battelle Training 2. Assessing and Teaching Sensory Skills in the Natural Environment. 3. From the Beginning: Developmental Approaches for young children with Special Needs
Hamm	1. Transition
Little	1. Child Centered planning 2. Balancing to Learn 3. Food for thought-Your Child's Brain

Lovell	1. Infant/Toddler Conference 2. Dual Sensory Impairments 3. Early Childhood Conference 4. KISSED training
Lunceford	1. SHIPP 2. BAECE
McLaren	1. Project Learning Tree
Miller	1. None
Mullikin	1. Safe physical Environment 2. Positive Strategies for Difficult Children 3. Sensory Integration
Pendergrast	1. Infant-Toddler Workshop
Polnisch	1. Orientation training for KY child care providers 2. Safe Crisis Management
Sanders	1. Alternate Portfolio Update 2. Positive Behavior Support 3. Functional Behavior Analysis 4. Social Studies
Tanner	1. Identifying Developmental Delays and Talking to parents about special needs 2. Working with Infants and toddlers 3. Family Partnerships
West	1. 504 Training 2. Sprick Training
Woods	1. Reach for the Stars

Table 3
Inservices conducted.

Student	Title
Farmer	See Attached
Farmer	1. Writing Centers 2. Cooking in Classroom 3. Art activities
Harken	Through a Child Eyes
Lovell	1. Exceptional Children Class—guest speaker for 1 class session each semester
Maiden	Transfer/ Body Mechanics
Ratliff	Through a child's eye's: children and television
Tanner	Community CPR and First Aid
West	Special Education forms training
Woods	None

Table 4
Professional Conferences Attended

Student	Title
Blair	1. DEC 2. Early Childhood Collaborative Conference 3. Early Childhood Collaborative Conference 4. Infant/Toddler Conference
Daugherty	1. DEC 2. DEC
Erpenbeck	1. KAECE 2. BAECE 3. SECA
Farmer	1. Infant/Toddler conference 2. KISHA Conf. On Communication Disorders 3. Infant Toddler Conference 4. See Attached
Farmer	NAEYC
Godfrey	DEC
Greene	1. Infant/Toddler Conference 2. Brain Development Conference
Hamm	1. First Steps Infant/Toddler Conference 2. SCRIPT
Harken	None
Hawkins	None
Lindberg	1. NAEYC 2. BAECE
Little	1. SHIPP 2. Regional Conference
Lovell	DEC
Lunceford	1. Infant/Toddler Conference 2. Brain Research
McLaren	1. CCBD Behavior Institute 2. Fall Collaborative Conference 3. Explosive and Non compliant Children 4. Brain Research
Miller	1. DEC 2. Brain Research
Mullikin	Early Childhood State Conference
Pendergrast	1. DEC 2. Midwest AEYC
Polnisch	1. NAEYC 2. DEC 3. Infant/Toddler Conference 4. Brain Research 5. DEC
Ratliff	Family and Children: Bridging the Gap Research
Sanders	Not Provided
Tanner	Bluegrass Association for Early Childhood Education-Spring Conference

West	KECSAC: New teachers training
Woods	1. DEC 2. Brain Research

Table 5.
Professional Conference Presentations

Student	Title	Description
Blair	Poster Session - Division of Early Childhood	Graduate students and Jennifer Grisham-Brown and Mary Louise on research thesis topics for graduate students
Daugherty	Poster Session - Division of Early Childhood	Graduate students and Jennifer Grisham-Brown and Mary Louise on research thesis topics for graduate students
Farmer	Creating An Accessible Environment for Young Children with Special Needs	Infant Toddler Conference, Louisville, KY 1.5 hours presented to app. 50 DI's and child care providers from private and non-profit agencies in KY
Godfrey	A comparison of three active student response strategies with preschool children with special needs	Poster presentation, study with 5 preschool children within class in rural public preschool setting
Lovell	Training students to conduct field research	Poster session at DEC
Lunceford	At-Risk Infants (co-presenter with Dr. Jackie Sampers	My portion of the presentation included information about the effects of prematurity on speech/ language development (30 minutes)
Polnisch	Teaching Expressive signs t infants and toddlers using a mand-model approach	1. 150 attendees to presentation from Early childhood fields 2. 150 people stopped by conference attendees were in Early Childhood
Ratliff	Exceptional Children's Conference: Prevention for Violence in School	Identification of the violence factors and the influence domains with resilient prevention strategies

Table 6
Rearch Conducted

Student	Description of Students	Description of Research
Blair	Preschoolers with delays	Trained child care staff to effectively manage behavior
Daugherty	Children with delays	Taught counting to preschool children using CTD in activity-based format
Farmer	Participants in family literacy programs	How literacy programs effect family relationships
Godfrey	Preschool children with special needs	A comparison of three active student response strategies with preschool children with special needs
Hamm	6 students- 2 girls and 4 boys; preschool age 4-5 years old	Transitions in preschool—comparing 3 cues to begin transition
Harken	1. Children's aggression and violent television 2. Interventions on children's aggression and violent television	1. Lit. Review 2. Lit Review
Hawkins	4 professors from UK---(2 taught on campus and 2 taught off campus)	Looking at teachers' behaviors that teach distant learning classes
Lindberg	Working class childbearing women who work full-time	Perception of infant temperament (social support to mother as IV-perception of infant temperament as DV
Little	6 Developmental Delay and 1 typical	Comparison of ABI and DI using constant time delay
Lovell	Infant/toddlers and their mothers enrolled in early intervention	Video replay of parent/ child interaction, parent/ home visit or discussion of parent/child interaction to increase parent interaction behaviors
Lunceford	4 month old preterm and full-term infants	Group comparison of a visual recognition/preference task using a paired stimulus of color, shape, disorganized face and complexity currently collecting data
McLaren	4 preschool students	Use of mand-model teaching shape identification
Pendergrast	3 preschool and teachers	Taught preschool teachers language intervention strategies using self-

		monitoring procedure using audio recordings
Polnisch	4 children, 1 with special needs. Age 9 months-23 months	Thesis: Teaching expressive signs to infants and toddlers: Using a mand-model approach
Ratliff	Preschoolers: 3 children 1 child with disability, 1 child with delay, and 1 typical child	Teaching preschoolers to put on coat using systems of least prompts
Sanders	Students 8-9 years old with functional disability	Using progressive time delay to teach skills in regular education and special education
Tanner	3 preschool children considered at-risk, 2 with Spanish as native language	Compared use of mand model in teaching naming objects with which child was or was not engaged
Woods	4 subjects: 2-3 years of age with special needs	Activity based instruction and constant time delay used to teach shape identification to preschoolers with disabilities

Table 7
Research Submitted

Student	Title	Journal
Daugherty	The effects of Embedded Skill Instruction on the Acquisition of Target and non-Target skills in preschoolers with developmental delays	Topics in Early Childhood Special Education
Godfrey	A comparison of three active student strategies with preschool children with special needs	Education and Treatment of Young Children
Polnisch	Teaching expressive signs to infants and toddlers using a mand-model approach	

Table 8
Professional organizations

Student	Name Of Organization	Office Held	Activities
Erpenbeck	1. NAECE, SECA, KAECE 2. BAECE	1. Member 2. Vice President of Membership and Secretary	1. Conference 2. Monthly meetings, planning conference
Farmer	Council for Exceptional Children (State and National)		
Farmer	Midway college teacher advisory council, member Phi Upsilon professional fraternity, initiation chair, site based council, teacher representative		
Hamm	NAYEC and KY affiliate, DEC/CEC		
Lindberg	NAEYC, KAEYC, BAEYC		Attended conference Spring 2001
Little	NAEYC		
Lovell	NAEYC, DEIC		
Lunceford	NAEYC, KAECE, BAECE, CEC/DEC, DEIC-Bluegrass	DEIC- secretary	Recorded minutes and was on public awareness committee
Maiden	Henderson Settlement Mission Board 2. American PT association American Hippotherapy Assoc.	Vice President	Attend quarterly meetings/donate resources PR committee member and photographer
McLaren	CEC/DEC, and CCBD		
Miller	CEC/DEC	None	Attended conference in D.C.
Mullikin	NAEYC		
Pendergrast	CEC/DEC, NAEYC, SECA	None	None
Polnisch	NAEYC, CEC/DEC		
Ratliff	None		
Sanders	KEA/NEA		
Tanner	NAEYC	None	Week of the young child-displays for community

			action council and resource for parents
West	KEA		
Woods	CEC/DEC	None	Attended conference in D.C.

Table 9
Volunteer Services

Student	Agency	Description of Services	Type of Children
Farmer	Lexington Children's Museum	Advisory Council	Birth-8 years
Harken	Christian Appalachian Project	1. Preschool Assistant 2. Home Based Teacher	1. 3 to 5 Years old-low income 2. 2 to 5 years old-low income
Maiden	JAF Ministries	Disability ministry and distribute WICS, teach how to use WIC	Adults, CP, Polio, paralysis
Tanner	1. Arlington Elementary 2. Arlington 3. Winter Olympics 4. Special Olympics	1. Literacy Activities for Parents and children PK-5 2. Worked Book Fair 3 & 4. Assist participants with activities	Parents and Children PK-5 Children with disabilities
Woods	1. Jarrett's Joy Cart 2. Walk for American Heart Association	1. Gathered toys from various people for Jarrett to pass out to children who are ill at UK hospital 2. Walked for people with heart defects	1. Young boy who passes out toys to ill children.

Table 10
Professional Meetings (Interagency Coordinating Council)

Student	Type of Meeting	Outcome
Blair	Early Childhood Council	To provide our 2 local daycare's with funding
Farmer	DEIC	
Greene	None	
Hamm	DEIC	Discuss current First Steps
Lovell	None	
Lunceford	Bluegrass DEIC member since	
Maiden	IEP Meeting	Change of Placement without parent agreement-Parent called P&A
Miller	Early Childhood Task Force (KIDS NOW)	To inform legislation about Task Force
West	Curriculum Development and Consolidated Planning	Develop Science and math curriculum with DOS
Woods	Early Childhood Task Force (KIDS NOW)	To inform legislation about Early childhood initiative

8. Advocacy Activities

Student	Activity	Purpose
Blair	Parent Support Group Meeting	To offer support and information on area services
Lindberg	Served on Migrant-Network Coalition	Improve services to migrant/Hispanic families living in the bluegrass region
Lovell	Initiated autism parent support group in Somerset along with a couple other professional and a couple of parents	Address a community need
Lunceford	Member of core content work group as part of KIDS NOW Initiative	Collaborate with various early childhood professionals throughout the state to create a document of recommendations for core content to be used in a future seamless system of teacher training
Maiden	Support group	Support families with children with disabilities
McLaren	Helped fundraise and start community, church affiliated preschool with scholarship positions for low-income families in need of quality preschool/childcare services	
Rebecca Tanner	Family Assistance Meeting Sharing resources with parents	4. Assist mother in finding employment, sharing guidelines for behavior management of her sons 5. 2. Assist parents by giving information on topics of concern/interest

Summary

Project Options was a successful personnel preparation project that developed graduate level educators who received an interdisciplinary education with an emphasis in family centered practices. Students in rural and urban areas were able to take courses together through Project Options with the use of Satellite, Compressed Video and Web-based technologies. Students involved in Project Options have learned skills to consume and conduct applied research. Most importantly, of the 28 students who have or are nearing graduation, all are working in some capacity with young children who are birth to 8, with the majority working in inclusive programs for children who are birth to five. This 3-year project accomplished these outcomes at a cost of about $5,520 per student. Considering the contribution these early childhood educators will make to the field, Project Options was extremely cost effective in its efforts.